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ABSTRACT

The findings of 3 studies on the patterns of use of Spanish among Mexican American boys and girls and the relationship between an index of use of Spanish and level of aspiration were compared in this paper. The studies were conducted in South Texas during the spring of 1967, in El Paso during the spring of 1973, and in Southern Colorado during the spring of 1969. The sample used in the South Texas study consisted of 596 sophomore Chicanos from 7 rural high schools in 4 counties close to the Mexican border. In the El Paso study, 310 Mexican American sophomores and seniors in 12 metropolitan schools in the El Paso and Ysleta school districts were interviewed. The Colorado study used 667 Mexican American students from 11 rural junior and senior high schools. The subjects were asked to respond to a questionnaire on the use of Spanish. The comparison of the findings indicated (1) that the Chicano youths in Colorado use spoken Spanish less but read more in mass Spanish language publications, (2) that the Texas Chicanos use more spoken Spanish but read less in mass Spanish literature, and (3) that the use of Spanish over English is not meaningfully related to the levels of aspiration. The findings of each study are presented in tabular form. Related documents are ED 023 511, ED 023 512, ED 040 777, ED 051 943, and ED 053 852. (NQ)

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# USE OF SPANISH AND ASPIRATIONS FOR SOCIAL MOBILITY AMONG CHICANOS: A SYNTHESIS AND EVALUATION OF TEXAS AND COLORADO FINDINGS*

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and
Texas A&M University

* * *

This paper was completed with the assistance of several colleagues deserving of recognition. Without their generous assistance in providing data, information about the study populations, and suggestions for writing, this paper would not have been possible. They are as follows:

Dr. Emmet F. Sharp - Colorado State University
Moises Venegas - ERIC-CRESS, New Mexico State University
Vicki Patella - University of Colorado - Denver Center
Valerie Ward - Millikin University, Illinois
Randall Dowdell - Texas A&M University

The author, however, bears full responsibility for the content of this paper.

* * *

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## INTRODUCTION

Seven years ago as I was just completing a biracial study of East Texas rural youth I was fortunate to come into contact with two new sociology graduate students from southwestern Texas--Dave Wright and Rumaldo Juarez.[1/] Largely as a result of their interests, encouragement, and capacity for work, I undertook the extension of the "Texas Youth Study" to include Chicano teen-agers living in close proximity to the Mexican border. As a part of that study Juarez and Wright developed a set of language usage instruments to tap Spanish use in a variety of situational contexts, which could be utilized to develop an ethnic identity scale similar to one used by Nall (1962) in an earlier study in that region. Since then these instruments and the data they produced have been mined thoroughly by Vicki Patella[2/] and myself--see listings of our reports in the REFERENCES.

The original intention of this paper was to compare our earlier (1967) Texas findings with a later study (1969) by Sharp and Ward on comparable youth in southern Colorado relative to two things: (1) patterns of use of Spanish among Mexican American boys and girls and (2) the relationship between an index of use of Spanish (as opposed to English)--presumed to indicate strength of "Ethnic Identity"--and level of aspiration. The attempt to test the level of generalizations that can be drawn from these two data sets on culturally different populations of Mexican Americans has been modified to include an additional population of El Paso youth interviewed less than two months ago by Moises Venegas of New Mexico State relative to patterns of language usage.[3/]

The literature existing on language use by Mexican American youth is sparse and uneven and the only empirical studies known examining sex differences in these patterns are the three reported here. Extensive reviews of the relevant literature have been presented in several recent reports and will not be duplicated here (Patella, 1971; Patella and Kuvlesky, 1973).

## THREE COMPARABLE STUDIES

The general characteristics of the three Mexican American studies to be compared here are described in Table 1. A brief description is given below of each of these. More detailed descriptions are provided in the APPENDICES.

### THE 1967 SOUTH TEXAS STUDY

The data were obtained from interviews with high school sophomores attending school during the Spring of 1967 in four Texas counties close to the Mexican border--Dimmit, Maverick, Starr, and Zapata (Wright, 1968: 141-143). These counties were selected to include high proportions of Mexican Americans, low-income families, and rural, nonmetropolitan residents as compared with Texas as a whole. In all four, the education of adults over 24 averaged only 5-6 years, agricultural employment accounted for the major portion of the labor force, and the skilled force was much smaller than the unskilled. The seven high schools in these four counties exhibited a great deal of variability. In general, the sophomore class was heavily Mexican American.

All high school sophomores attending school the date of the interview were asked to respond to a group-administered questionnaire.[4/]

The respondents were guaranteed that their responses would be kept confidential. Only those students who were present on the day of the interview (90% of those enrolled) were included in the study: a total of 596 Chicanos.

An attempt was made to structure an array of language usage items that would span the variety of life situations the respondents were likely to experience. It was assumed that the extent to which Spanish was spoken in comparison with English would provide an index of identification with the Mexican American subculture. Five situationally structured items were used (see APPENDIX A-1). The first three items asked the respondent to indicate which language he used with parents, with close friends in the neighborhood, and with close friends in school by circling one of three alternatives for each: English, Spanish, or same amount of both. The remaining two questions pertained to mass media consumption patterns and asked the respondent to indicate, relative to radio, on the one hand, and newspapers and magazines on the other, the proportion of Spanish language media used by marking one of the following alternatives for each: None, Some, More than Half, or All. More detailed descriptions of these items and critical evaluations of them can be obtained from Patella (1971).

## THE 1973 EL PASO STUDY

During the spring of 1973, a collaborative study between ERIC-CRESS (New Mexico State University) and the Texas Agricultural Experiment Station was carried out in El Paso under the direction of Moises Venegas. The study included a 5% sample of all sophomores and seniors in 12 of the 13 schools in the El Paso and Ysleta school districts (see APPENDIX B). These series of interview sessions produced completed interviews on 310 Chicano high

Table 1. Summary Information On the Study Units, Schools, and Respondents Selected in the Three Separate Mexican American Youth Studies to be Compared.

| Study | Geographical Area* | School Class | No. of Schools | N |
|---|---|---|---|---|
| South Texas - 1967 (Kuvlesky) | Border area between Mission and Eagle Pass - NM | Soph. | 7 | 596 |
| South Colorado - 1969 (Sharp) | 150 mile radius of Santa Fe - NM | Jr., Sr. | 11 | 667 |
| El Paso - 1973 (Venegas) | 5% sample - M | Soph., Sr. | 12 | 310 |

* Nonmetropolitan = NM; Metropolitan = M.

school students.

Included in the schedule were a set of language usage instruments identical with those used in the 1967 South Texas contact described earlier (see APPENDIX A-1). The data collection was supervised by New Mexico State and the data processing done at Texas A&M. Moises Venegas supervised both operations with assistance from Randall Dowdell and I.

Because the data is only about one month old and has just been run off the computer for the first time, the results to be reported here must be considered preliminary.[5/] However, because this is the only good set of recent data on language patterns of metropolitan Mexican American youth, I judged it of great value for this paper and decided to include it at the last minute.

## THE COLORADO STUDY[6/]

Mexican Americans from southern Colorado constituted the study population for this research. Those selected lived within about a 150 mile radius of Santa Fe and were judged to be a distinct cultural grouping, different from other Spanish-speaking groups residing in other parts of the United States (i.e., Texas and California)[7/].

The sample was purposive in nature and designed such that those schools selected would have at least a 20 per cent Mexican-American enrollment and would be located in areas remote from larger metropolitan areas. Originally, twenty-one schools in nine counties were selected for sampling, but due to scheduling difficulties, administrative problems and such, only eleven schools from seven counties were included in the final sample (see APPENDIX C-1, Table I). Those counties included are generally economically depressed, have a relatively high out-migration

rate, have a seasonal agricultural base, and have a high degree of poverty.

A well pretested set of instruments was administered to junior and senior high school students in eleven schools in southern Colorado. During the spring of 1969, the interview schedule was administered in the eleven schools and resulted in 1290 completed schedules. A carefully structured selection procedure identified 667 Mexican Americans among this sample (see APPENDIX C-1).

The schedules were administered by two graduate students (presumedly Anglo) from Colorado State University with the assistance of school personnel. Verbal directions were given to the students and each did several practice questions before self-administering the questionnaire.[7] Total time of administration was about one hour. The schedule was then coded and data punched onto IBM cards.

Only language usage instruments from the larger study are utilized here and the actual instruments used are given in APPENDIX C-2 and detailed presentations of the data they produced in APPENDIX C-3.

## FINDINGS: LANGUAGE PATTERNS

### TEXAS - 1967

As indicated previously, the 1967 Texas findings have been thoroughly analyzed and reported previously (Patella and Kuvlesky, 1973). As a result, only a brief overview will be presented here from a summary table (Table 2) of data constructed from tables reported by Kuvlesky and Patella (1970) and reproduced in APPENDIX A-2.

Table 2. Use of Spanish By South Texas Chicano High School Sophomores - 1967.

| Use of Spanish | Males* (289) | Females* (307) | Total* (596) |
|---|---|---|---|
| | % | | |
| Speaking - Parents | 95 (76) | 92 (55) | 94 (65) |
| Speaking - Neighbors | 89 (54) | 83 (27) | 86 (40) |
| Speaking - School, Friends | 80 (30 | 68 (13) | 74 (21) |
| Listening - Radio Program | 73 (5) | 75 (7) | 74 (6) |
| Reading - Magazines, Papers | 36 (1) | 53 (1) | 44 (1) |

* Numbers in parantheses indicate percentage of respondents using only Spanish for each use type. See APPENDIX A-1,(b) for detailed tabular presentations of data and statistical tests.

Almost all Texas Chicanos spoke Spanish and used it with parents in the home. The frequency of using Spanish declined as the contextual situation moved from the home, to the neighborhood, and finally, to use outside of class in school. Even so, for both sexes a large majority spoke Spanish in all situations explored. About three-fourths of these youth listened to Spanish language radio programs to some extent; however, much smaller proportions claimed to read mass literature in Spanish, especially among boys.

While use of Spanish to some extent in all ways and in all situations was common for most respondents, the reliance on Spanish exclusively dropped markedly from "use with parents" at the high end (65%) to "reading" at the low end (1%).

Females consistently tended to use Spanish less in all speaking circumstances but markedly more in reading. Possible interpretations of these differences are given in Patella and Kuvlesky (1973).

## EL PASO - 1973

In general, the preliminary findings from the Venegas study of 310 metropolitan Chicanos are strikingly similar to the 1967 study of rural Texas Chicanos located on both sides of Laredo, Tables 3, 4, and 5. Almost all these subjects spoke Spanish, roughly the same proportion listened to Spanish radio broadcasts, and a sizeable, but smaller proportion "read" mass literature printed in Spanish. Considering the six years difference in the time of study and the place of residence difference involved, this is truly an impressive finding. It would seem

EL PASO DATA - 1973

Table 3. Mexican American Youth Who Speak Spanish: El Paso - 1973

| | N | % Yes |
|---|---|---|
| Male | 151 | 94.7 |
| Female | 159 | 95.6 |
| Total | 310 | 95.2 |

Table 4. Frequency of Listening to Spanish Language Radio Programs: El Paso - 1973.

| Frequency of Listening | Male (141) | Female (150) | Total (291) |
|---|---|---|---|
| | | % | |
| None | 35 | 23 | 29 |
| Some | 56 | 67 | 62 |
| More than 1/2 | 8 | 7 | 7 |
| All | 1 | 3 | 2 |
| Total | 100 | 100 | 100 |

Table 5. Use of Spanish in Reading Magazines and Newspapers: El Paso - 1973.

| Frequency of Use | Male (141) | Female (151) | Total (292) |
|---|---|---|---|
| | | % | |
| None | 56 | 38 | 47 |
| Some | 43 | 49 | 45 |
| More than 1/2 | 1 | 12 | 7 |
| All | 0 | 1 | 1 |
| | 100 | 100 | 100 |

that these patterns can be generalized across the entire border area of Texas and it can be inferred that these patterns are not changing quickly, if at all.

An interesting difference in the two sets of Texas findings shows up in reference to sex differences. The El Paso girls consistently use Spanish more often then boys--just the converse of what was observed in the 1967 study of nonmetropolitan youth. We cannot determine at this time whether this incongruence between the sets of findings is linked to historical change (6 years difference in contact) or the polar variation in residence type (M and NM). Obviously, this calls for further exploration.

## COLORADO - 1969

Ward (1972) maintains that the Mexican American population in South Colorado is culturally different from others in the southwest. If this is so, one should expect to find differences in bilingual language patterns.[9/]

One way in which the Colorado sample differs from both Texas populations is that almost no substantial sex differences in use of Spanish were observed, APPENDIX C-3. This puts the Colorado rural Chicanos right between the Texas rural and metropolitan populations. Although I don't want to push this, it should be observed that the historical time of contact--1969--for the Colorado study also falls between that of the two Texas ones, 1967-1973. Could this mean that there are historical forces powerful enough to introduce such rapid change in sex roles in this respect? Or, is it a matter of aerial location? Only

longitudinal studies of historical change in this regard will shed light on these questions. We obviously need such research.[10/]

Other apparent differences exist between the Colorado findings and the two sets of Texas data. In general, the Colorado grouping uses less Spanish than either Texas grouping, Table 6. Only one-fourth of the Colorado Chicanos prefer Spanish over English: a figure I judge to be much lower than would be the case for our Texas respondents. I have, however, no data to back me on this. The almost incredibly small number (13%) of the Colorado Chicanos indicating that they learned Spanish before English has to be at least 50% lower than would be the case for either of the Texas groups. The fact that roughly half of the Colorado subjects indicated they learned both languages might deserve further examination relative to its validity (see APPENDIX, Table C1-3).

## SUMMARY AND CONCLUSIONS

The two studies of Texas Chicanos-- differing in place of residence, aerial location to some extent, and historical period of contact by six years--are remarkably similar in the general nature of their patterns of use of Spanish as is demonstrated in a summary of findings given in Table 7. On the three comparable indicators existing between the two Texas studies and the Colorado one, Colorado demonstrates an inconsistent pattern of differences as compared with the other two: markedly less use of spoken Spanish and more reading of mass Spanish language publications. It would be expected from any line of theoretical reasoning (cultural, aerial, historical time) that the Colorado grouping would be more like the Texas rural one (1967) than the El Paso one. Just the opposite appears to be demonstrated as a quick overview of Table 7 will show. It may well be

Table 6. Summary of Colorado Findings on Language Use and Preferences of Mexican American Youth.*

| Pattern | Use or Preference of Spanish % |
|---|---|
| Speak Spanish | 81 |
| Often Use Language Other than English at Home | 51 |
| Often Read NonEnglish Newspapers | 32 |
| Prefer Language Other than English | 25 |
| Taught Spanish First | 13 |

* See APPENDIX C-3 for detailed presentation of tabular data by sex. Male-female differences were usually small and not statistically significant.

Table 7. Summary Comparison of Two Texas Contacts and One From Colorado On Language Patterns of Mexican American High School Students.

| Pattern of Spanish Use | ST-1967 | El Paso - 1972 | Col. - 1969 |
|---|---|---|---|
| Speak | 94[1] | 95 | 81 |
| Read (often)[2] | 5 | 8 | 32 |
| Radio (often) | 21 | 9 | -- |
| Use at Home (often) | 94[3] | 86[3] | 51 |
| Taught Spanish First | -- | -- | 13 |
| Prefer Spanish | -- | -- | 25 |

1/ Used at home at all with parents

2/ Magazines and newspapers for Texas studies and only newspapers for Colorado one.

3/ Half the time or more.

that variation in operations explain these comparative results. Colorado differed from the other two studies in this respect by using a "self-administered" schedule. At any rate, the two Colorado findings of low preference for Spanish and predominant first training in English rather than Spanish are of questionable validity in my judgment and that of Dr. Clark Knowlton.

Whether we presume the Colorado findings to be valid and compatible with the Texas sets or not, several other major general findings are supported by all the data:

(1) The vast majority of all Mexican American youth report they can speak Spanish.

(2) Sex differences in reported use of Spanish are highly variable by population but consistent over language situations within them:

| Use of Spanish | | |
|---|---|---|
| NM, South Texas | Col. | El Paso |
| M > F | M=F | M<F |

(3) Use of the Spanish language by Mexican Americans varies by type of use:

Speaking>Reading>Radio Listening

Quite obviously, we need much more research on this critical problem area for the Mexican American minority group before we can get too theoretically cocky about explaining the variance or lack of variance we have observed in language patterns here. Researchers interested in entering into this problem area are encouraged to use, as a minimum, the set of instruments provided here to foster comparability and, thus, accumulative capability of our findings. We need more panel studies to determine whether or not the inference we drew from our comparisons that these patterns are not changing is valid. We need broader coverage of

diverse populations of Chicanos on these language patterns, particularly in Arizona, California, and northern metropolitan. What little research does exist from different regions and different age groups of Mexican Americans appears to be compatible with the Texas findings reported here (Grebler, Moore, Guzman, 1970; Wages, 1971; Patella and Kuvlesky, 1973).

## FINDINGS: USE OF SPANISH AND LEVEL OF ASPIRATION

In two separate efforts--Kuvlesky and Patella (1972) and Patella (1971)--using different indices of language usage based on the same measures, we concluded that degree or frequency of use of Spanish as compared with English among our 1967 Texas subjects was not meaningfully related to variation in levels of aspiration (aspiration for intergenerational occupational mobility). From these findings we have suggested that use of Spanish may not be a good indicator of degree of ethnic identification among Mexican Americans (see Patella's M.S. thesis (1971) for more detailed evidence and reasoning on this).

Obviously, we have been looking for some other evidence to corroborate this conclusion which apparently flies in the face of a basic assumption made by past researchers in Sociology (Nall, 1962). At the 1972 Rural Sociological Society meetings in Baton Rouge, we heard Emmet Sharp discuss his Colorado study findings and reach a conclusion parallel to ours--use of Spanish was not highly correlated with level of aspiration. Findings supporting this conclusion in reference to the Colorado data appear in Table 8.

The evidence is stacking up to indicate that use of Spanish over English is not related to aspirations; whether or not ethnic identification is inversely related to aspiration levels among Chicano

Table 8. Correlations Between Language Usage and Level of Aspiration: Colorado.*

| Language Measure | Level of Aspiration | |
|---|---|---|
| | r | Size |
| Language Used Other than English | -.0775 | .027 |
| Language Preference - Non English | -.1519 | .001 |
| Language Taught First | -.0610 | .064 |
| Language Used in Home | -.0797 | .023 |
| Language Used Reading Newspapers | -.0440 | .136 |
| Composite Scale | -.0809 | .021 |

* Provided by Emmet Sharp

teen-agers. Why not? Spanish is too commonly known and used among most Mexican American populations to differentiate well. Our indicators of language patterns are too limited. Another alternative answer is hinted at by the fact that Sharp's data shows the highest correlation of all language items he used with level of aspiration to occur in reference to language preference. Perhaps personality attributes (attitudinal variables) would provide a better universe than over behaviors for finding indicators of ethnicity? At any rate, it is obvious that more doors have been opened than closed by this research.

FOOTNOTES

1. Dave Wright (1968) is now finishing his Ph.D. in Sociology at Mississippi State University and is currently employed as a Research Associate in the Department of Agricultural Economics and Rural Sociology, Texas A&M University. Romaldo Juarez (1968) is finishing a Ph.D. in Rural Sociology at The Pennsylvania State University.

2. Vicki Patella has retained her interest in this problem. She has been employed as an Instructor in Sociology at University of Colorado - Denver Center and is studying for a Ph.D. in Sociology with an emphasis on sociolinguistics.

3. Moises Venegas is collaborating with me on behalf of ERIC-CRESS located at New Mexico State University in the context of USDA-CSRS Regional Project S-81. He will use other parts of the data gathered for his Ph.D. dissertation in Educational Administration at New Mexico State.

4. I personally administered some of these--Dave Wright did most of them.

5. Randy Dowdell and a team of Texas A&M Rural Sociology research assistants worked with Venegas to complete data processing, including quality checks, in about one week--a remarkable performance.

6. The descriptions of the Colorado study given here and in APPENDIX B were taken largely from a thesis by Valerie Ward (1972).

7. This was confirmed with Dr. Clark Knowlton of the University of Utah, who is in my estimation, "the" rural Mexican American expert.

8. This operation should be noted as a difference in observation between the Colorado and the two Texas studies.

9. Dr. Knowlton indicates he would expect less use of spoken Spanish and less reading of Spanish newspapers in the Colorado area as compared with the border area of Texas.

10. We have just collected data (resurvey) in the schools initially surveyed in 1967 to initiate an analysis of historical change relative to Chicano youth. Esteban Salinas, a graduate research assistant in Rural Sociology at Texas A&M, will develop a thesis from this data in the near future.

# APPENDICES

# APPENDIX A: 1967 TEXAS

## 1. Instruments

29. a) Do you speak Spanish? (Circle one number.)

1 Yes 2 No

If you answered yes, you do speak Spanish, answer the following questions:

b) What language do you usually use when speaking with your parents? (Circle one number.)

1 English 2 Spanish 3 About the same amount of both

c) What language do you usually use when talking with your close friends in your neighborhood? (Circle one number.)

1 English 2 Spanish 3 About the same amount of both

d) What language do you usually use when speaking with your close school friends outside of class? (Circle one number.)

1 English 2 Spanish 3 About the same amount of both

---

30. How many of the radio programs you listen to are broadcast in Spanish? (Circle one number.)

1 None 2 Some 3 More-than-half 4 All

---

31. How many of the magazines and newspapers which you read are in Spanish? (Circle one number.)

1 None 2 Some 3 More-than-half 4 All

---

APPENDIX A

## 2. Data on Language Patterns (ST, 1967)

### Part 1: Ethnic Identification Indicators

Table 1. Language Mexican American Youth Speak with Parents by Sex.

| | Male (N=289) | Female (N=307) | Total (N=596) |
|---|---|---|---|
| | percent | | |
| English | 5 | 7 | 6 |
| Spanish | 76 | 55 | 65 |
| Same amount of both | 19 | 38 | 29 |
| TOTAL | 100 | 100 | 100 |
| No information | 1 | 0 | 1 |

$x^2 = 30.28$ df = 2 $P < .001$

Table 2. Language Mexican-American Youth Speak With Close Friends In Their Neighborhood by Sex.

| | Male (N=289) | Female (N=307) | Total (N=596) |
|---|---|---|---|
| | percent | | |
| English | 11 | 17 | 14 |
| Spanish | 54 | 27 | 40 |
| Same Amount of Both | 36 | 56 | 46 |
| TOTAL | 100 | 100 | 100 |
| No information | 1 | 0 | 1 |

$x^2 = 43.90$ df = 2 $P < .001$

Table 3. Language Spoken by Mexican American Youth With Close Friends Outside Of Class in School by Sex.

| | Male (N=289) | Female (N=307) | Total (N=596) |
|---|---|---|---|
| | percent | | |
| English | 20 | 32 | 26 |
| Spanish | 30 | 13 | 21 |
| Same Amount of Both | 50 | 55 | 53 |
| TOTAL | 100 | 100 | 100 |
| No information | 1 | 0 | 1 |

$x^2 = 26.96$ df = 2 $P < .001$

Table 4. Proportion of Radio Programs Broadcast in Spanish Listened to by Mexican American Youth.

| | Male (N=290) | Female (N=307) | Total (N=597) |
|---|---|---|---|
| | percent | | |
| None | 27 | 25 | 26 |
| Some | 54 | 52 | 53 |
| More than half | 14 | 16 | 15 |
| All | 5 | 7 | 6 |
| TOTAL | 100 | 100 | 100 |

$x^2 = 2.03$ df = 3 $.70 < P < .50$

Table 5. Proportion of Mexican American Youth's Reading Time Spent with Spanish Magazines and Newspapers by Sex.

| | Male (N=290) | Female (N=307) | Total (N=597) |
|---|---|---|---|
| | percent | | |
| None | 64 | 47 | 56 |
| Some | 33 | 46 | 39 |
| More than half* | 2 | 6 | 4 |
| All* | 1 | 1 | 1 |
| TOTAL | 100 | 100 | 100 |

$x^2 = 18.38$ df = 2 $P < .001$

* Combined for Chi Square analysis.

APPENDIX B: THE EL PAST STUDY - 1973
(Moises Venegas)

1. Methods

In the El Paso and Ysleta districts, approximately a 5 percent sample of sophomores and seniors was selected for the study. Of the 13 schools in the two districts, 12 of the building principals agreed to cooperate. The first step in gaining entrance to the schools was at the superintendent or assistant superintendent level; once district-wide approval was given, it was up to me to meet with the principal and explain to him the purpose of our study. All of the principals with whom I met agreed to help me collect the data.

Two methods of selecting the students were used: 1) a simple random list of numbers was given to the school which was then used to select students from the sophomore or senior class list; 2) classes were selected for the study. Whenever a class was selected, it was a required course for either all seniors or sophomores. In almost all cases, the students had been randomly selected by the computer.

The administration of the questionnaire was given to students who ranged in number from 20 to 55. The site for administration was either a classroom where the students usually met for their assigned classes or the cafeteria when all the students from a school were combined. The student response was most encouraging. Of the total number with which I met, only two declined to participate. In all cases, I was given one class period to administer the questionnaire. The sessions were begun with an explanation of the purpose of the study and a general description of the instrument. In all cases, there were few if any disruptions.

APPENDIX B

2. Schools and Respondents

2.

| | Class - Sophomores | | Class - Seniors | |
|---|---|---|---|---|
| | Enrollment | Interviewed | Enrollment | Interviewed |
| Andress | 690 | 27 | 434 | 26 |
| Austin | 325 | 19 | 537 | 21 |
| Bowie | 470 | 21 | 277 | 19 |
| Burges | 850 | 26 | 716 | 28 |
| Coronado | 565 | 28 | 470 | 28 |
| Eastwood | 650 | 28 | 564 | 26 |
| El Paso High | 388 | 23 | 283 | 22 |
| Irvin | 678 | 23 | 523 | 20 |
| Jefferson | 890 | 37 | 524 | 21 |
| Parkland | 212 | 20 | 160 | 15 |
| Riverside | 413 | 30 | 293 | 25 |
| Ysleta | 647 | 31 | 434 | 26 |

3. Ethnicity
Sex
Grade
School Program

Measures for all on:

1. Educational aspiration
2. Educational expectation
3. Intensity of aspiration
4. AGD - education
5. Occupational aspiration
6. Occupational expectation
7. Certainty of expectation
8. AGD - occupation

## APPENDIX C: THE COLORADO STUDY

### 1. Identification of Mexican Americans

Two methods were utilized in selecting the Mexican American self-sample to be utilized in this study. The first method entailed the use of the surname index published by the United States Census Bureau. If there was a question as to a particular respondent's surname, a criterion list of Spanish surnames was referred to (Buechley, 1961). The second method was used as a check of reliability since Gonzales (1967) cites that two major sources of error may bias the sample. One source involves certain people having a Spanish surname yet not being of Spanish or Mexican heritage. These people would include Puerto Ricans, Indians, and Cubans. The second source stems from intermarriage with an Anglo male which would produce an Anglo surnamed individual who was of Spanish or Mexican heritage. To account for some of the unreliability which could result from the above two sources of error, those people who had a Spanish surname or who self-identified themselves as of Spanish or Mexican heritage were chosen for inclusion in this study.

This selection process yielded a Mexican-American subsample of 667 and their distribution by school is shown in Table I.

Table I

NUMBER AND PERCENTAGE OF MEXICAN-AMERICAN, ANGLO, AND OTHERS BY SCHOOL: COLORADO

| High School Name | Municipality | County | Number of Mexican Americans* | Number of Anglos | Number of Others** | Percent Mexican American | Percent Anglo |
|---|---|---|---|---|---|---|---|
| Aguilar | Aguilar | Las Animas | 7 | 18 | 7 | 22 | 56 |
| Alamosa | Alamosa | Alamosa | 71 | 166 | 11 | 29 | 66 |
| Antonito | Antonito | Conejos | 109 | 6 | 0 | 94 | 6 |
| Centauri | La Jara | Conejos | 72 | 79 | 1 | 47 | 52 |
| Centennial | San Luis | Costilla | 61 | 2 | 0 | 97 | 3 |
| Mountain Valley | Saguache | Saguache | 13 | 24 | 0 | 35 | 65 |
| Primero | Weston | Las Animas | 17 | 19 | 3 | 43 | 48 |
| Rocky Ford | Rocky Ford | Otero | 74 | 118 | 3 | 38 | 60 |
| Sierra Grande | Blanca | Costilla | 15 | 12 | 4 | 48 | 39 |
| Trinidad | Trinidad | Las Animas | 136 | 68 | 47 | 54 | 27 |
| Walsenburg | Walsenburg | Huerfano | 70 | 52 | 2 | 56 | 42 |
| TOTALS | | | 645 | 564 | 78 | | |

* This category includes such variations of Mexican Americans as Hispano, Chicano, Mexican, La Raza, Mexican-American and Spanish-American.

** This category includes those of Japanese and Italian-American surnames.

## 2. Colorado Language Instruments

Col. Code

Question 19. Do you speak any language other than English?

(43) 1 _____yes

_____no

(IF YOUR ANSWER IS NO TO QUESTION 19, SKIP TO QUESTION 25)

(44) ___ Question 20. What is this language? _____

Question 21. Do you prefer to use this language rather than English?

(45) 1 _____yes

_____no

Question 22. Which language were you taught to speak first?

(46) ___ _____ English first

_____ Other language first

_____ Both at the same time

Question 23. Is this Language used in your home?

(47) 2 _____ Frequently

1 _____ Occasionally

0 _____ Never

Question 24. Do you read newspapers in this language?

(48) 2 _____ Frequently

1 _____ Occasionally

0 _____ Never

## 3. Colorado Data

Table C1-1. Languages Spoken Other Than English by Sex: Colorado*

| Language | Males (318) | Females (337) | Total (655) |
|---|---|---|---|
| | | % | |
| Spanish | 84 | 79 | 81 |
| Other than Spanish | 16 | 21 | 19 |
| Total | 100 | 100 | 100 |

$x^2$ 1.827 1 d.f. .10 P .20

Table C1-2. Preference for Use of Language Other than English: Colorado*

| Preference | Males (318) | Females (337) | Total (655) |
|---|---|---|---|
| | | % | |
| No | 70 | 79 | 75 |
| Yes | 30 | 21 | 25 |
| Total | 100 | 100 | 100 |

$x^2$ 5.818 1 d.f. .01 P .05

Table C1-3. Language Taught to Speak First: Colorado*[1/]

| Language | Males (318) | Females (337) |
|---|---|---|
| | % | |
| English | 52 | 58 |
| English and Spanish | 34 | 29 |
| Spanish | 14 | 13 |
| Total | 100 | 100 |

1/ This table was structured from two different presentations of data provided by Dr. Sharp--neither, alone provided the full distribution shown. However, I believe these figures are accurate.

Table C1-4. Frequency of Use of Language Other Than English at Home: Colorado*

| Use | Male (318) | Female (337) | Total (655) |
|---|---|---|---|
| | | -%- | |
| Rarely | 47 | 51 | 49 |
| Often | 53 | 49 | 51 |
| Total | 100 | 100 | 100 |

Table C1-5. Frequency of Reading Newspapers in Langauge other Than English: Colorado.*

| Read | Male (318) | Females (337) | Total (655) |
|---|---|---|---|
| | | % | |
| Never | 66 | 70 | 68 |
| Frequently | 34 | 30 | 32 |
| Total | 100 | 100 | 100 |

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